

ANNUAL REPORT

OF THE

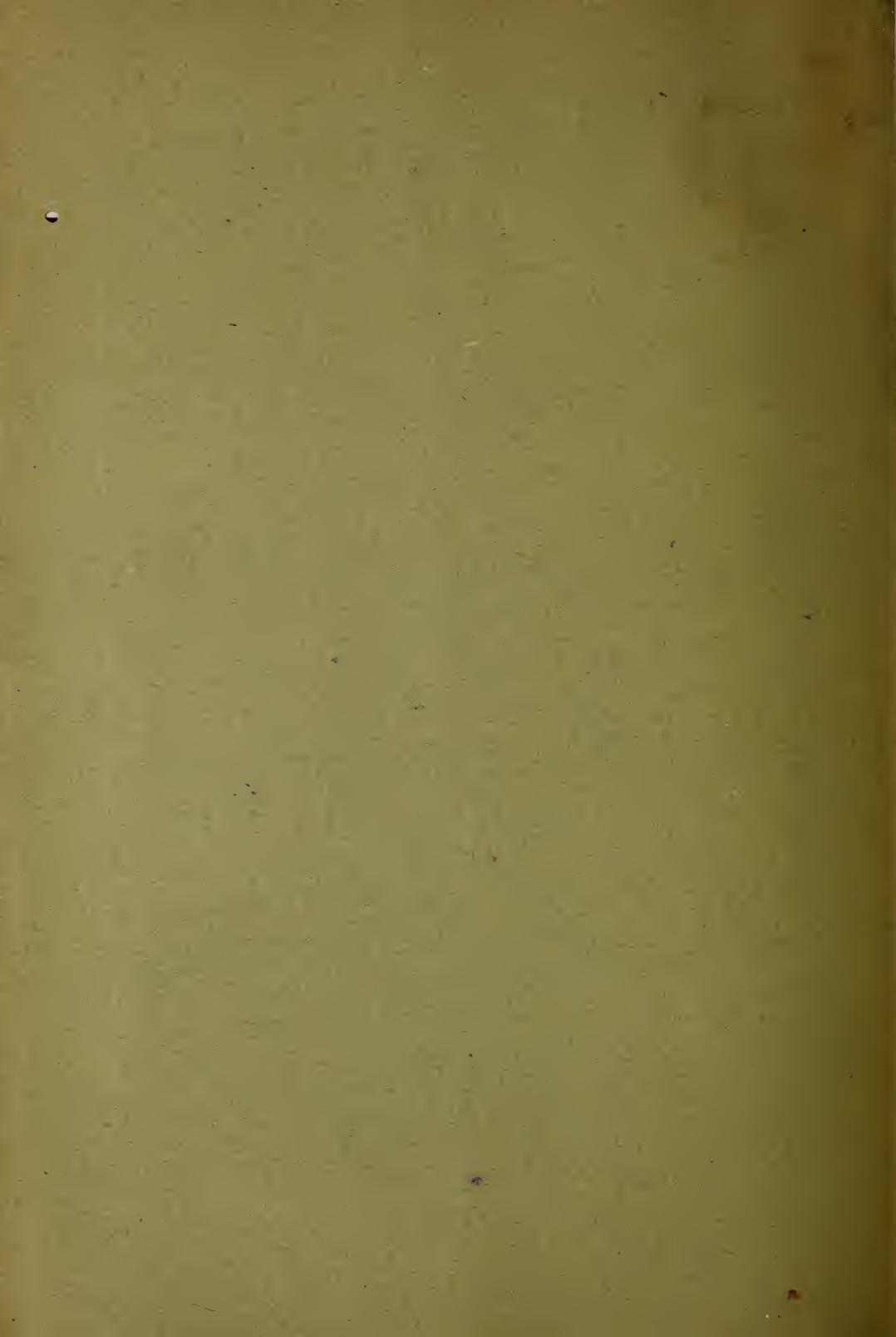
SCHOOL COMMITTEE

OF THE

Town of Marshfield

FOR THE YEAR

1901

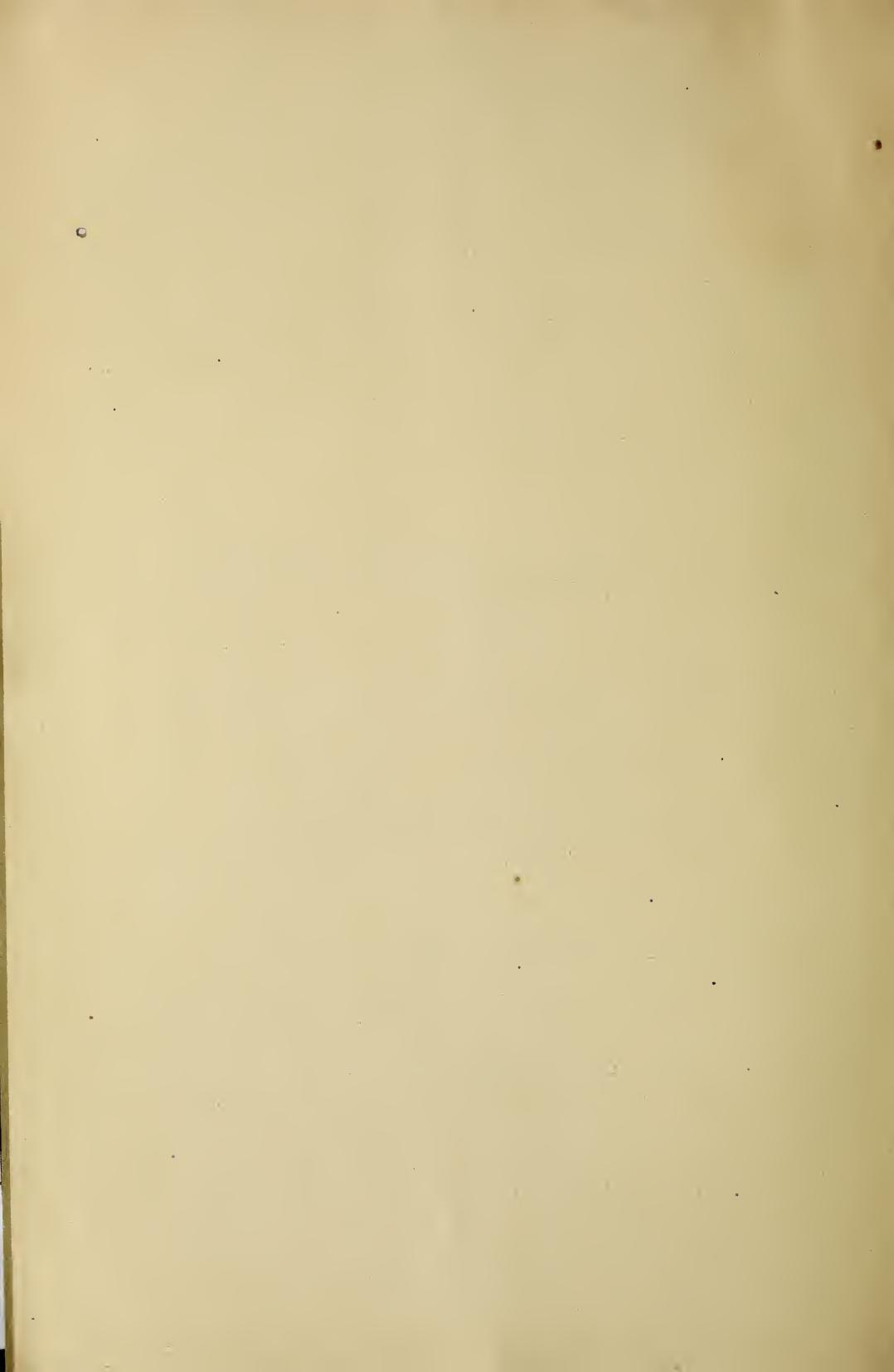


ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

Town of Marshfield

FOR THE YEAR

1901



SCHOOL REPORT.

To the Citizens of Marshfield—

Your Committee in submitting their annual report for the year 1901, desire to express their appreciation of the public support they have received. They recognize that in their hands has been placed a most important trust, and that in providing for the future citizen, they have a sacred duty to perform.

The school is, in a large sense, the home of a great many children. Here character is formed, and in direct proportion to the quality of our schools will be the quality of citizenship. The foundation of the Town, State, or Nation, rests upon our school system.

Your Committee feel that they have done all that could be done to maintain the high character of our schools, and while willing to do our best to carry out the wish of the Town, we still believe that a decided step backwards was taken, when the Town voted to return the grammar grades to the district schools, as the time required for these grades leaves insufficient time for the lower grades. The vote of the Town, at the meeting held in September, relieved the situation somewhat. A number of the pupils in the other districts availed themselves of the privilege of attending the grammar schools, the one at the North part of the town being again opened. A number, however, still remain in their own districts, mostly on account of being more accessible.

Your Committee from careful observation are convinced, that it is impossible for those last named to enjoy the same advantages as those who attend the grammar schools where those grades only are taught. We hope that if this system is to continue, that parents will, wherever it is possible, send those of their children who are qualified to our grammar schools.

Changes in teachers resulted in the several schools; on account of re-establishing the mixed grade system, we lost several valuable teachers. Your Committee find it almost impossible to procure experienced teachers to take charge of schools with mixed grades, and as a result, we have to take inexperienced teachers, which often proves disasterous.

During the year death has taken from us the principal of the High School, Mr. Charles R. Copeland. He began his duties as principal in the fall term of 1894, continuing until the time of his death, Feb. 7, 1901. His character was pure, his disposition loving, his influence strong and healthful. His departure necessitated a change of teachers; Mr. L. G. Whitten of Maine was elected to succeed him, and thus far has shown himself equal to all demands made upon him.

The school census taken in September shows the following:

Number of boys between the ages of	
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Number of boys between the ages of	
five and fifteen,	126
Number of girls between the ages of	
five and fifteen,	122
Total,	248
Number of boys between the ages of	
seven and fourteen,	88
Number of girls between the ages of	
seven and fourteen,	82
Total,	170

All persons, whether parents or not, are cordially invited to visit our schools so that they may become familiar with the work, and may be able to judge of its value from personal investigation. Repairs to a considerable extent have been made on several school buildings, during the year, and there is still an apparent necessity for repairs on other buildings during the ensuing year.

Your Committee recommend the following as presumably sufficient:

For support of schools,	\$4,700
For incidentals,	1,000
For superintendent,	250

The full financial statement as follows:

TEACHER'S WAGES.

High School.

Charles R. Copeland,	\$141 66
Lewis G. Whitten,	788 82
Ella A. Brown,	318 00

	\$1,248 48

South Grammar.

George A. Keith,	\$576 00
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South Primary.

Mary W. Baker,	\$360 00
Emily G. Hooker,	20 00
Edith L. Backus,	40 00
	—————
	\$420 00

North Grammar.

Eveline L. Dean,	\$220 00
Elizabeth A. Haskins,	126 00
	—————
	\$346 00

North Primary.

Lucy A. Warren,	\$176 00
Blanche C. Gardner,	52 50
I. Beatrice Farnsworth,	37 50
	—————
	\$266 00

Brant Rock.

Mary E. Dodge,	\$360 00
	Winslow

Edith E. Bryant,	\$288 00
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Ferry.

Mabel F. Damon,	\$288 00
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Union.

Ida W. Preble,	\$220 00
Grace I. Clarke,	126 00
	—————
	\$346 00

Sea View.

Elizabeth A. Haskins,	\$176 00
Mary T. Ford,	105 00
	—————
	\$281 00

Two Mile.

Lucretia F. Hatch,	\$176 00
Mary B. Peterson,	96 00

Mrs. Lettie F. Stodder,	4 00
Ethel P. Hunting,	12 80
	— — —
	\$288 80
Total teachers' wages,	4,708 28

School Superintendent.

Edgar L. Willard,	\$500 00
\$250 repaid by State.	

Purchasing Agent.

T. H. Goodwin, two-thirds of year,	\$23 32
E. L. Hitchcock, one-third of year,	11 68
	— — —
	\$35 00

Fuel.

John H. Flavel, 18½ cords oak wood @ \$3.55, per cord,	\$65 67½
13½ cords pine wood @ 2.85 per cord,	38 47½
H. A. Oakman, one-half cord pine wood,	1 25
Henry Carver, 13 tons 775 lbs. egg coal,	79 52
Total fuel,	— — —
	\$184 92

Preparing and Housing Fuel.

Isaac T. Joyce, Brant Rock,	5 00
Arnold Peck, Winslow,	4 38
Eldon Bailey, South,	8 00
Eldon Bailey, Ferry,	5 50
Charles E. Upham, Sea View,	3 00
Moses R. Damon, North,	4 38
Joshua Cook, North,	50
Nathaniel Phillips, 2d, Union,	6 00
Stanley W. Oakman, Union,	50
Alfred Joyce, Two Mile,	5 50
Total,	— — —
	\$42 76

Janitors.

High School,	\$25 00
Brant Rock,	18 00
Winslow,	18 00

South,	36 00
Ferry,	18 00
Sea View,	18 00
North,	35 00
Union,	17 50
Two Mile,	18 00
Total,	<hr/> \$203 50

Cleaning School Rooms.

Brant Rock,	\$5 00
Winslow.	5 00
South,	12 00
Ferry,	3 00
Sea View,	3 00
North,	3 00
Union,	4 50
Two Mile,	5 00
Total,	<hr/> \$41 50

Use of Wells.

Brant Rock,	\$5 00
Winslow, 1900, 1901,	10 00
South,	5 00
High School,	15 00
Ferry,	5 00
North,	5 00
Union,	5 00
Two Mile,	5 00
Total,	<hr/> \$55 00

Repairs.

Carver, I. H., North schools,	\$2 07
Damon, E. D. W., North schools,	6 35
Ewell, Foster T., Brant Rock, Winslow and South,	64 00
Ford, Roscoe E., South and High,	4 70
Lewis, Albert, South and Sea View,	68 53
Lapham, J. B., Union,	44 00
Morey, Warren F., South,	25
Nourse, S. A., Union,	3 75
Sherman, Ashton W., Union,	4 61
Rogers, E. T., Two Mile,	1 78
White, Luther, South,	27 85
Total,	<hr/> \$227 89

School Supplies.

American Book Co., books,	\$ 35 99
Babb, E. E. & Co., books, stationery, etc.,	295 57
Gregory Pub. Co.,	11 00
Houghton, Mifflin & Co., books,	2 55
Knott, L. E., laboratory supplies,	3 15
Silver, Burdett & Co., historical chart,	12 50
Whitten, L. G., text and reference books,	16 20
Total,	<hr/> \$376 96

Miscellaneous.

Bittinger Bros., printing,	\$5 00
Brown, Nelson H., repairing clocks,	9 00
Boundbrook Press, printing,	7 75
Bartlett, L. C., labor, Ferry yard,	1 00
Bagnall, C. T., printing report cards,	1 80
Beal Press, diplomas,	6 00
Carver, H. I., general supplies,	1 48
Cave, J. C., printing;	14 07
Clark Co., Henry N., iron sink,	1 94
Cook, Joshua, labor, North yard,	50
Damon, A. R., general supplies,	2 50
Damon, H. W. O., team for committee,	3 00
Delano, Henry C., repairing window shades,	1 20
Ford, H. W., printing,	17 75
Flavell, J. H., services as truant officer,	75
Flavell, J. H., expressing,	11 35
Flavell, J. H., grading South school yard,	27 66
Gardner, Herbert E., labor, Union yard,	1 50
Goodwin, T. H., cash expenses,	11 08
Goodwin, T. H., freight and moving supplies,	3 76
Hall, E. W. & Son, general supplies,	2 71
Hitchcock, Edgar L., cash expenses,	3 79
Hitchcock, Edgar L., moving supplies,	1 50
Hitchcock, Edgar L., repiling wood, Sea View,	95
Hood, Edgar W., repairing clock;	1 25
Hatch, F. W., carting freight,	25

Joy, Mrs. Grace, work on diplomas,	2 80
Keith, George A., cash expenses,	5 90
Kemp, Mrs. Thomas, repairing flag,	30
Lantz, Geo. M., labor, Two Mile yard,	1 00
Marshfield Co., general supplies,	6 95
Macomber, H. I., labor, Sea View school,	1 00
Peterson, Walter, general supplies,	3 06
Rogers, Edwin T., labor, Two Mile school,	3 25
Rodgers, Herbert T., writing and posting wood proposals,	2 00
Rodgers, Herbert T., cash expenses,	13 80
Wright, Henry, labor, Brant Rock and Winslow yards,	3 00
Wheeler, Henry A. Co., flag for High School,	5 62
Wadsworth, Howland & Co., paint,	2 10
Willard, Mrs. E. L., teaching music for High School graduation,	5 00
Willard, Edgar L., cash expenses,	1 90
Thorp and Martin Co., book for committee,	1 40
Shaw, Thomas, labor, South yard,	1 50
Stackhouse, Thomas, carting gravel, North yard,	3 00
Sprague, Albert T., cash expenses,	1 48
Stevens, Oscar, stove, supplies and repairing,	46 35
Smith, William W., labor, Sea View yard,	1 75
Total miscellaneous,	<hr/> \$252 70

Transportation, High and Grammar Schools.

Bartlett, L. C.,	\$110 00
Damon, H. W. O.,	463 50
Ewell, I. A.,	17 25
Harris, W. A.,	9 00
Hatch, F. W.,	336 00
Keene, C. W.,	93 75
Total transportation, Dec. 31, 1900, to June 22, 1901,	<hr/> \$1,029 50

Recapitulation.

Teachers' wages,	\$4,708 28
Superintendent,	500 00
Purchasing agent,	35 00
Fuel,	184 92
Preparing fuel,	42 76
Janitors,	203 50
Cleaning school rooms,	41 50
Use of wells,	55 00
Repairs,	227 89
Supplies,	376 96
Miscellaneous,	252 70
Transportation,	1,029 50
	—————
Deficits, account of 1900,	\$7,658 01
	171 00
Total expenditure,	—————
	\$7,829 01

AVAILABLE FUNDS.

Town Appropriations—

Support of schools,	\$4,500 00
Incidentals,	800 00
Transportation,	650 00
Superintendent,	250 00
From State on account of Superintendent (\$200 for salary),	416 67
From State, income of school fund,	328 59
From City of Boston, tuition of city wards,	192 50
From Town of Pembroke, tuition,	21 00
From Town of Duxbury, tuition,	7 00
From dog tax,	377 80
Total available funds,	—————
	\$7,543 56
Excess expenditures over available funds,	285 45

For further reference to the schools you are directed to the report of the Superintendent.

Respectfully submitted.

ALBERT T. SPRAGUE,
EDGAR L. HITCHCOCK,
HERBERT T. RODGERS,
School Committee of Marshfield.

SUPERINTENDENT'S REPORT.

To the School Committee—

The seventh annual report of the Superintendent of Schools is herewith submitted.

The State Board of Education having requested that school reports be made to correspond with the school year, the registers for this year include the records from September to June, inclusive, instead of from January to December, as heretofore.

For the same reason the table of statistics found on another page applies only to the school year ending June 14, 1901.

It will be seen that the general attendance has not quite attained the rank of the preceding year.

Five schools show an increased, and six a decreased, per cent. of attendance.

Of those schools showing a better attendance, the most noticeable is the school at Sea View. This school, having 83.1 per cent. last year, has added 13.7 per cent. this year, with a total of 96.8 per cent. From the lowest last year it holds second rank this year.

This is the most remarkable showing made by any school in the district in the last seven years.

Of the schools showing a decrease in per cent. of attendance, the record of the school at Brant Rock is almost as bad as that of the Sea View is good, being 7.6 per cent. below its record of last year.

With this one school omitted the attendance this year throughout the town is better than the year before. The explanation is not far to seek. It lies in the fact that this school, more than any other in town, is affected by the summer population. More and more of these people are staying over into the fall months each year. When they do leave, oftentimes they do not inform the teacher of their purpose to withdraw their children from the school. As a result the teacher must count their children as members, but mark them absent for two whole weeks, thus lowering the record of attendance for the school.

Add to this a large amount of sickness in that part of the

town in the last year, and most of the absences are accounted for.

Since the writing of the last report, Principal Charles R. Copeland has been summoned to lay down the burdens of life and enter the life beyond.

In his death the school sustained a loss keenly felt and sincerely mourned, alike by pupils and citizens.

Emerson says: "The man may teach by doing, and not otherwise. If he can communicate himself he can teach, but not by words."

He indeed taught by doing. He put himself, his very life blood, into his work. Years and generations must pass before the effects of the good he has accomplished in the eight years of his labor here will cease to be felt by all with whom he came in contact.

The Committee were fortunate in securing the services of so able a man as Mr. Lewis G. Whitten to take up and carry on the work so suddenly laid down by his predecessor.

Mr. Whitten is a graduate of Bates College, has studied at Harvard, and is a teacher of considerable experience.

Under his wise and efficient leadership, ably seconded by the assistant teacher, the school has made substantial and certain gains, in spite of drawbacks which none could help nor foresee.

The attendance for the past year has been better than that of the preceding year. The course of study has been strengthened and made more nearly to conform to the needs of the majority of the pupils who attend.

New and excellent text books have been supplied without stint. The Public Library has added extensively to its usefulness by supplying many of its best books for use in the school. A reading room, well equipped with newspapers, periodicals, as well as excellent books of reference, has been established, and is largely patronized by the pupils of the school.

On the whole, one would have to go far to find a high school in a town of nineteen hundred inhabitants doing better work, or work of a higher grade than is being done right here in Marshfield today.

Your attention is called to that feature of our statutes which requires towns of five hundred families or more, already having high schools, to maintain those schools forty weeks in each year.

Marshfield now has nearly six hundred householders, and comes under the provisions of that law.

Four weeks more time in which to do the work of the year could be used to great advantage by the teachers.

Would it not be well hereafter to make the school year forty weeks for the High school?

The teachers in all the schools during all the year have maintained a high standard of excellence in most features of their work. They are in some respects still handicapped.

Music and drawing are still neglected, entirely so in some schools, partially so in all. What was said in last year's report on these subjects is still true. Conditions are no better than they were at that time.

The importance of the study of music needs no statement here.

The manual dexterity which is encouraged by drawing will never come amiss, in the office, the workshop, the store, nor on the farm. Is it right that these studies should be allowed no place in the real work of our schools?

I wish at this point to thank the Committee for the loyal support and the earnest cooperation which I have received in my work during the past year. In so far as all those working in the interests of the schools are able to work together, in just so far will their efforts be crowned with success.

I wish also to express my sincere appreciation of the faithful work of the teachers, and acknowledge the aid they have given me in my work.

As I am to speak quite at length on the present condition of the schools, I will not use further space on this part of my report, which has to do only with the year ending June 14, 1901.

THE PRESENT CONDITION OF THE SCHOOLS

Heretofore, in reports of this kind, it has been customary to state that the schools have shown marked improvement, or steady improvement, or were better in a general way in efficiency and in results, than they had been previously.

However hackneyed these expressions may have seemed to the casual or to the careful reader, so far as the writer was concerned, and, it is believed, so far as the School Committee was concerned, they have hitherto been considered as strictly true.

No one of these assertions, however, can be truthfully made concerning all our schools since they opened in September last.

A few schools, not affected by the changed conditions caused by the votes of the town at its last annual meeting, have progressed in some degree.

The first evil to appear as a result of the votes of the town to return the grammar grades to the several districts, and not to provide transportation, was the resignation of four of our teachers, two of whom had served the town three years, one two years, and one one year.

The success of three of these teachers is not for a moment questioned by any one who is capable of judging of their merits. It is interesting to know what has become of them. One, who had five grades here, now has three, and receives two dollars per week more salary. The second, who also had five grades here, now has but one, and also receives two dollars per week more salary. The third is in a high school position paying one hundred dollars a year more than she received while here. And the fourth is receiving five hundred dollars a year to three hundred and sixty dollars while with us.

The above facts sufficiently recommend the abilities of the teachers we have lost, and by whose going the schools must have received some setbacks.

Two teachers of equal ability, occupying the same position, each a year, can not accomplish as much that is good, as either one, should that one serve for two years. One teacher then, for two years, is far better than two teachers, one year each, other things being equal.

One school has had, since last September, three teachers regularly appointed, and one substitute.

Another school has had three teachers during the same period. Is there any sane and reasonable person who would be willing to affirm that these two schools could possibly be in as good condition as they might have been without these frequent changes?

There is another feature of the situation that must not be overlooked—the inability of your Committee to secure successful, experienced teachers to fill the places of those who leave. The experience, it is believed, of your Committee in their efforts to fill the vacancies which have occurred, has shown conclusively that good teachers always hesitate, and generally

refuse to take positions in schools such as the votes of the town have compelled them to maintain since the commencement of the present school year.

In ninety-nine cases out of every hundred it would be true that under such conditions, either teachers of little or no experience must be employed, or if those with long experience, then those who in some way have been unsuccessful.

Once in a great while a good teacher, on account of home influences or others sufficiently good, is persuaded to remain in our schools. This is the hundredth case. Otherwise than these very few instances, the schools of Marshfield will become a training ground for teachers who, as far and as fast as they prove themselves successes, will leave for more inviting fields, while the residue only will remain to be disposed of from time to time, as the committee shall deem necessary.

At the last annual meeting it was suggested by several that we employ just as efficient teachers in the several outlying districts as were employed in the villages, the inference being that if eight dollars a week would not secure such teachers, then offer an amount sufficient to do so. But the experience of the past four months has shown that for professional reasons, if for no others, good teachers have immediately decided not to accept positions when told that the schools were liable to have eight grades, or that they were ungraded.

In other words, no amount of money which your committee had at its disposal, could in any way tempt them.

Good teachers have a large amount of professional pride, and justly so. They do not wish to take a step backward, and it may be depended upon that they will not, *even for money*.

The voters of the town have knocked down at a single blow, what it had taken years to build up. The effects of this blow; time only will fully show. At all events Marshfield since its last annual meeting, has had a large amount of free advertising, prejudicial to its best interests.

Another vital effect of returning grammar grades to the several district schools is the lessened amount of time and attention the teachers have been able to give, not only to those grades, but also to the grades originally in those schools.

Not long ago when visiting one of the schools, and while looking over the teacher's program of recitations, it was noticed that three different classes in arithmetic were reciting in

the same period, and that period only fifteen minutes in length. On the attention of the teacher being called to that fact, with a suggestion that it be changed, she remarked, "I do not see how I can do any other way, I have so many classes." There are schools in town with more classes than in this one, so that this is only a fair example of what exists in many schools.

This phase of the difficulty, however, has been so much discussed in public, that further space is not necessary here. Fifteen minutes is not enough for a recitation in any subject of grammar grade, yet this is considerably more than many classes in those grades are receiving at the present time.

Some say, and with apparent sincerity, "let us go back to the old styled school. Abolish the grades."

In order to do this some pupils must be put ahead of where they ought to be, while others must be put back of where they should be. In either case there would be injustice done, and it may be said without hesitation, that among the very first to oppose the consummation of such a scheme, would be those very ones who propose it, provided, *their* children should be the ones affected.

Under the present conditions, however, this is just what we are coming to. It is inevitable. We are going back fifty years in our schools, and we cannot help it, unless public sentiment changes to a marked degree.

There remains but one other feature about which it seems necessary to speak while considering the condition of the schools, as related to the action taken at the last annual meeting, and that feature is attendance. It is not intended to touch at this point on the general attendance in the schools, but rather the lack of attendance caused in a large measure by the fact that there is no means of transportation.

A year ago at this time there were in the South Grammar school, in round numbers, fifty pupils. Today there are twenty-eight. There are no pupils of grammar grades in the school at Brant Rock. There is one pupil of the sixth grade in the Winslow school, and two of the sixth and one of the eighth in the Ferry school.

Add these four pupils to the twenty-eight at the South Grammar, and we have thirty-two as compared with fifty last year at this time.

It is pertinent to ask: *Where are the other eighteen?* Not

all of this decrease can be attributed to a decrease in the number of pupils of grammar school age. Neither does a large outgoing, with a small incoming class explain it away. The only answer that can truthfully be made is that most of the eighteen have dropped out because they lived too far away from the Grammar school to walk the distance each day, and their parents could not provide transportation.

It is a sad commentary on the existing conditions that there are in town ten or a dozen boys and girls who are not in school, but who would be if they could.

It is certainly known that one pupil, who last year attained an average of eighty-one per cent. in his examinations for the High school, has not attended that school as yet, for no other reason than that he could not get there. There may be several others. But the above case is emphasized because of the boy's own earnest desire to attend school and by a rank that indicates a good amount of native ability.

The value of an education cannot be estimated in dollars and cents. It is within the bounds of possibility that in the future development of a single individual a town may be compensated for its total school expenditure.

In choking off one boy at the critical period of his life, there is no knowing what irreparable damage is being done. Add to this one case a possible score of others, perhaps more, and the sentiment of the town as expressed in its last annual meeting seems parsimonious and short sighted.

Respectfully submitted.

EDGAR L. WILLARD,
Supt. of Schools.

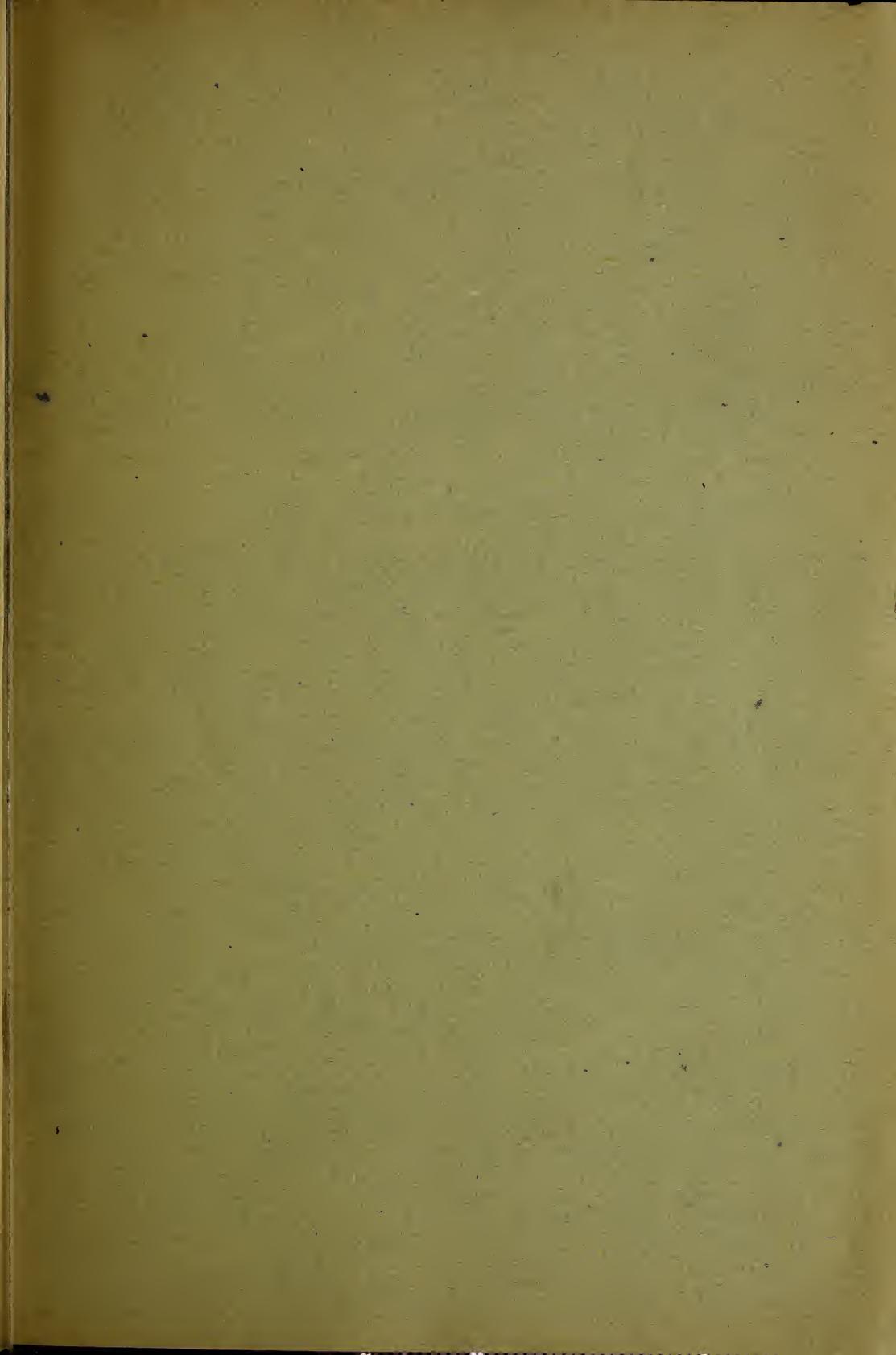
December 31, 1901.

SCHOOL STATISTICS.

NAME OF TEACHER.	SCHOOL.	TOTAL NUMBER MEMBERSHIP.		AVERAGE ATTENDANCE.		ABSENCE.		TARDINESS.		DISMISSES.		CORPORAL PUNISHMENTS.		PER CENT. OF ATTENDANCE.		DETENTION.		
		TOTAL NUMBER BROKEN.	AVERAGE MEMBERSHIP.	ATTENDANCE.	PUNISHMENTS.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.	DETENTION.
L. G. Whitten	High	49	47.8	45.6	82.9	76	28	0	95.4	4	—	—	—	—	—	—	—	—
Eveline L. Dean	North Grammar	28	24.5	23.4	52.2	13	7	0	95.5	3	—	—	—	—	—	—	—	—
George A. Keith	South Grammar	50	43.5	39.8	14.1	49	19	3	91.5	7	—	—	—	—	—	—	—	—
Lucy A. Warren	North Primary	16	14.4	13.5	29.1	24	1	9	93.7	5	—	—	—	—	—	—	—	—
Mary W. Baker	South Primary	50	38.6	35.2	11.04	43	32	*7	91.2	8	—	—	—	—	—	—	—	—
Mary E. Dodge	Braun Rock	40	26.5	21.5	14.44	48	8	0	81.1	11	—	—	—	—	—	—	—	—
Mabel F. Damon	Ferry	22	14.5	12.7	6.39	26	14	2	87.6	9	—	—	—	—	—	—	—	—
Elizabeth A. Haskins	Sea View	7	6.03	5.84	65	5	2	0	96.8	2	—	—	—	—	—	—	—	—
Lucretia F. Hatch	Two Mile	11	10.7	9.9	31.5	25	44	0	92.5	6	—	—	—	—	—	—	—	—
Ida W. Prieble	Union	30	27.2	26.5	19.9	40	18	3	97.4	1	—	—	—	—	—	—	—	—
Edith E. Bryant	Winslow	15	9.46	8.21	4.22	102	71	0	86.8	10	—	—	—	—	—	—	—	—
Totals		318	263.7	242.2	7271	451	244	24	91.8	—	—	—	—	—	—	—	—	—

This table applies to the year ending June 14, 1901.

*By substitute teacher.



20 AUGUST